



Public Schools of North Carolina

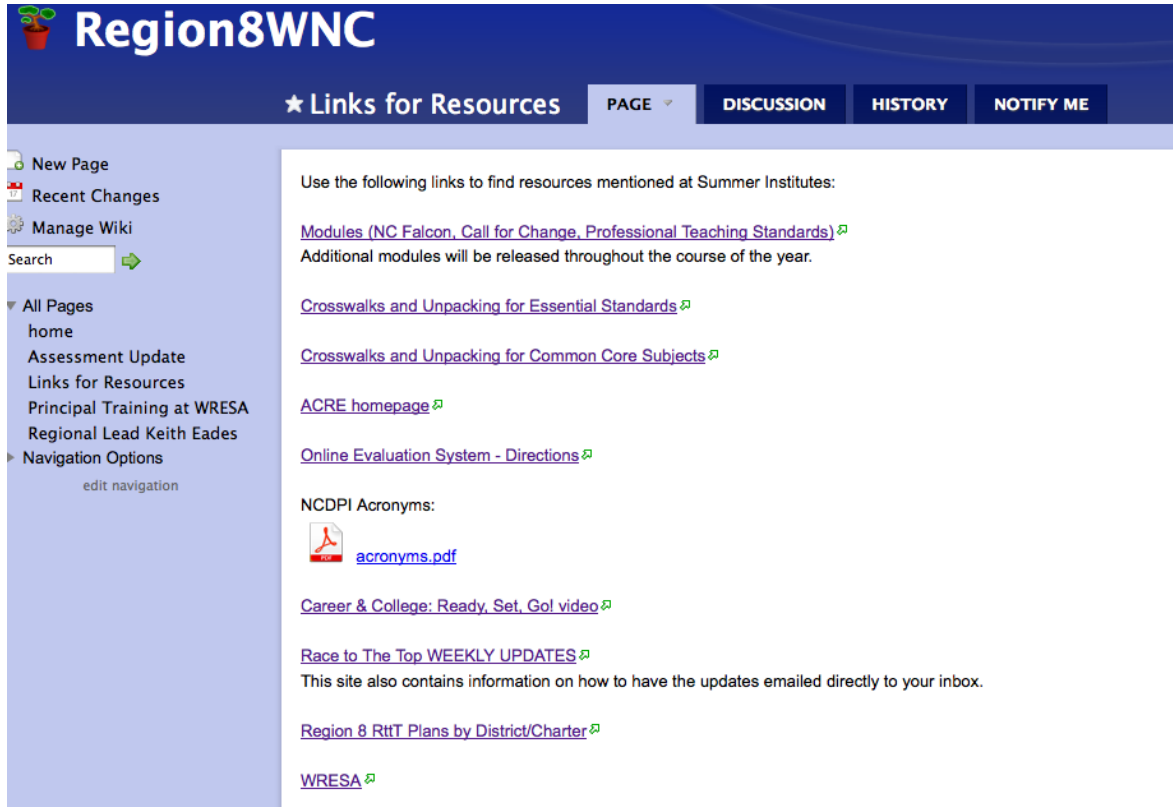
CCSS and NCES

An Overview

Pisgah Forest Elementary School

1.3.12

Access to materials:



The screenshot shows the Region8WNC Wikispaces page. The header is dark blue with the title "Region8WNC" and a small icon of a potted plant. Below the header is a navigation bar with tabs: "★ Links for Resources" (selected), "PAGE", "DISCUSSION", "HISTORY", and "NOTIFY ME". On the left side, there is a sidebar with links: "New Page", "Recent Changes", "Manage Wiki", a search box, and a list of pages including "home", "Assessment Update", "Links for Resources", "Principal Training at WRESA", "Regional Lead Keith Eades", and "Navigation Options". The main content area has a heading "Use the following links to find resources mentioned at Summer Institutes:" followed by several links: "Modules (NC Falcon, Call for Change, Professional Teaching Standards)", "Crosswalks and Unpacking for Essential Standards", "Crosswalks and Unpacking for Common Core Subjects", "ACRE homepage", "Online Evaluation System - Directions", "NCDPI Acronyms" (with a PDF icon and link "acronyms.pdf"), "Career & College: Ready, Set, Go! video", "Race to The Top WEEKLY UPDATES", and "Region 8 RtT Plans by District/Charter". At the bottom of the main content area is a link to "WRESA".

<http://region8wnc.wikispaces.com>



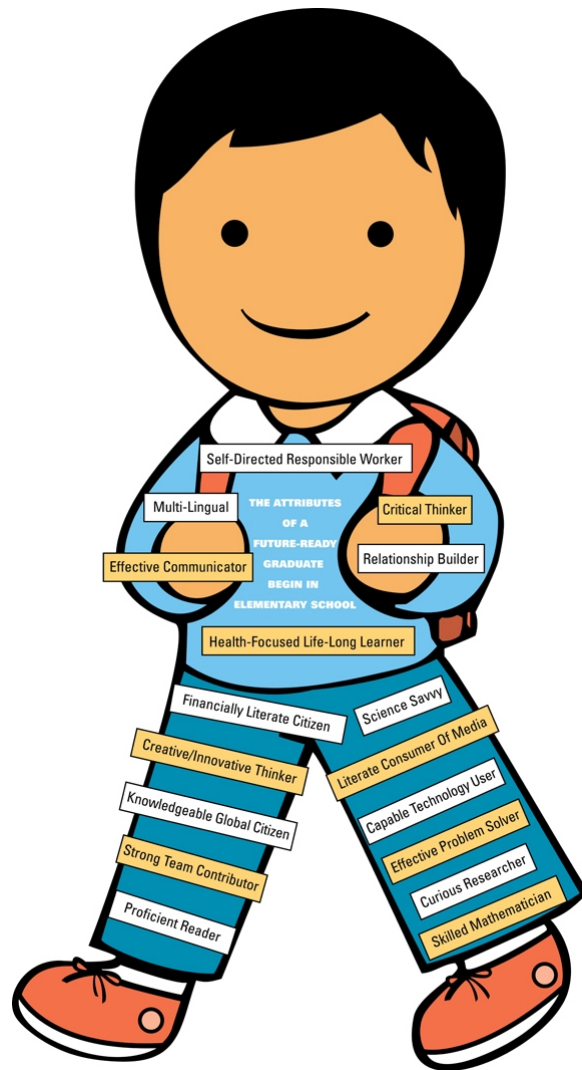


Career & College: Ready, Set, Go!

NC State Board of Education Mission:

“Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.”



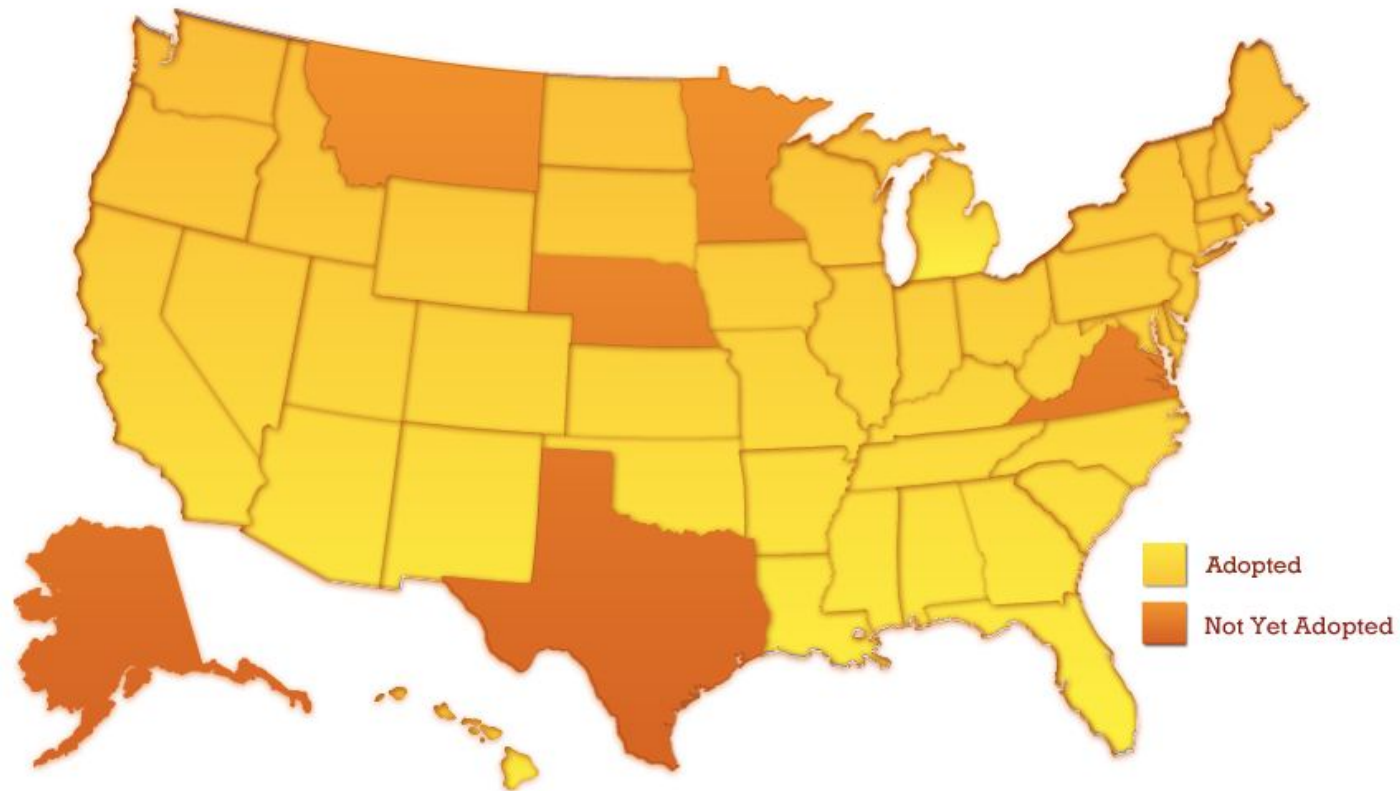


North Carolina's Action Plan



Rationale for Implementation

In the States



NC Standard Course of Study

Common Core State Standards

- English Language Arts
- Mathematics

NC Essential Standards

- Science
- Social Studies
- World Languages
- Arts Education
- Healthful Living
- Career & Tech Ed
- Exceptional Children
- English as Second Language
- English Language Development (approved 2008)
- Information & Technology

*English Language Development and Information & Technology Essential Standards **must** be delivered by classroom teachers through **ALL** content areas, in appropriate grade levels— in collaboration with AIG, EC, ESL, media coordinators and tech facilitators.





Water Skiing



www.wpclipart.com

Deep Diving



Begin Looking Today...

Common Core *Big Picture*

- Aligned with **college** and **work expectations**
- **Focused** and **coherent**
- Includes **rigorous content** and **application of knowledge** through **higher-order skills**
- **Internationally benchmarked** – prepares students for **global economy & society**
- Based on **evidence** and **research**



Rationale for Implementation



- **Equity/Student Mobility**
Expectations the same regardless of where students live or where they go
- **College/Career Readiness**
Students need to be *more than* proficient
- **Comparability**
State results will be comparable through common assessments



Rationale for Implementation

- **Shared Resources**
Ability to share and team across district and state lines
- **Economies of Scale**
Possible savings due to sharing of resources and assessments



Common Core overview with Doug Reeves



Video available on the Leadership and Learning Center
<http://www.leadandlearn.com/multimedia-resource-center/video-library>



New Standards: A Game-Changer

- Increased cognitive demand
- New assessments
- Emphasis on informational text
- Writing beyond narratives
- Increased text complexity
- Messy, real-world math problem solving
- 21st century skills



Clip Art from MicroSoft Office online



Critical Competencies Addressed

21st Century Competence

- Financially literate
- Globally aware
- Environmentally literate
- Critical consumers of media
- Precise communicators

Problem-Solving Competence

- Novel, real-world problem solvers
- Ability to analyze and synthesize information in order to create meaning
- Ability to understand the interconnectedness of systems and content



Intentional Design Limitations

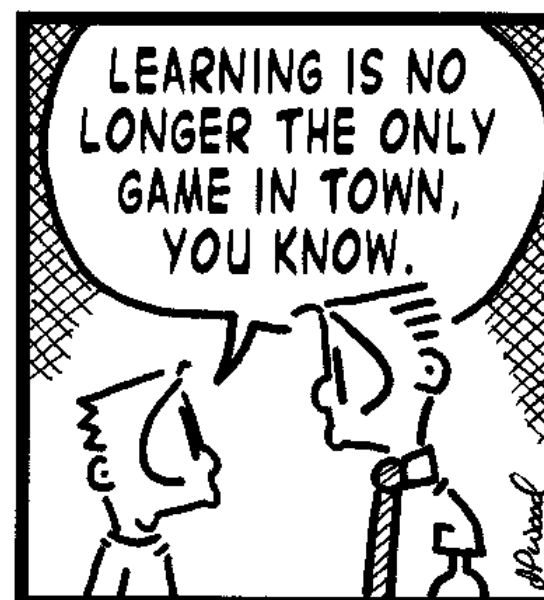
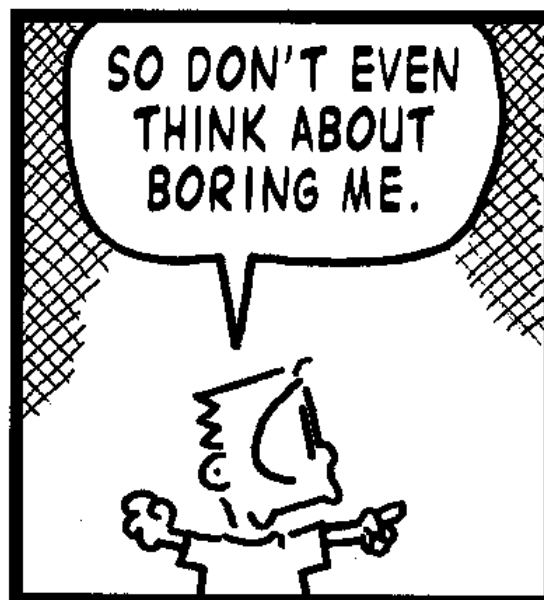
The Standards do NOT define:

- How teachers should teach.
- All that can or should be taught.
- The nature of advanced work beyond the core.
- The interventions needed for students well below grade level.
- The full range of support for English Language Learners and students with special needs.
- Everything needed to be college and career ready.



MR. WOODHEAD

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learninglaffs.com

<http://www.ncpublicschools.org/acre/improvement/resources/>



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English Language Arts

Design

There are four strands:

- Reading
+ Reading Foundational Skills K-5
- Writing
- Speaking and Listening
- Language

The ELA Common Core supports an integrated model of literacy.

There are media requirements blended throughout.



Writing



Standards 1-3 address text types and purposes:

- Writing arguments
- Writing informative/explanatory texts
- Writing narratives



Appendix A

Reading
Reading
Foundational
Skills
Writing
Speaking and
Listening
Language
Bibliography and
Glossary of Key
Terms

Appendix B

Text Complexity
Sample
Performance
Tasks
Table of
Contents

Appendix C

Samples of
Student Writing
with Annotations
Table of
Contents



Three Key Reading Questions

What does it say?

- Literal level
- Addresses comprehension
- Foundational to answering the second question

What does it mean?

- Interpretation level
- Addresses Themes
- More than just appreciating a good story

What does it matter?

- Reflection
- Addresses Connections
- The heart of why they read the text

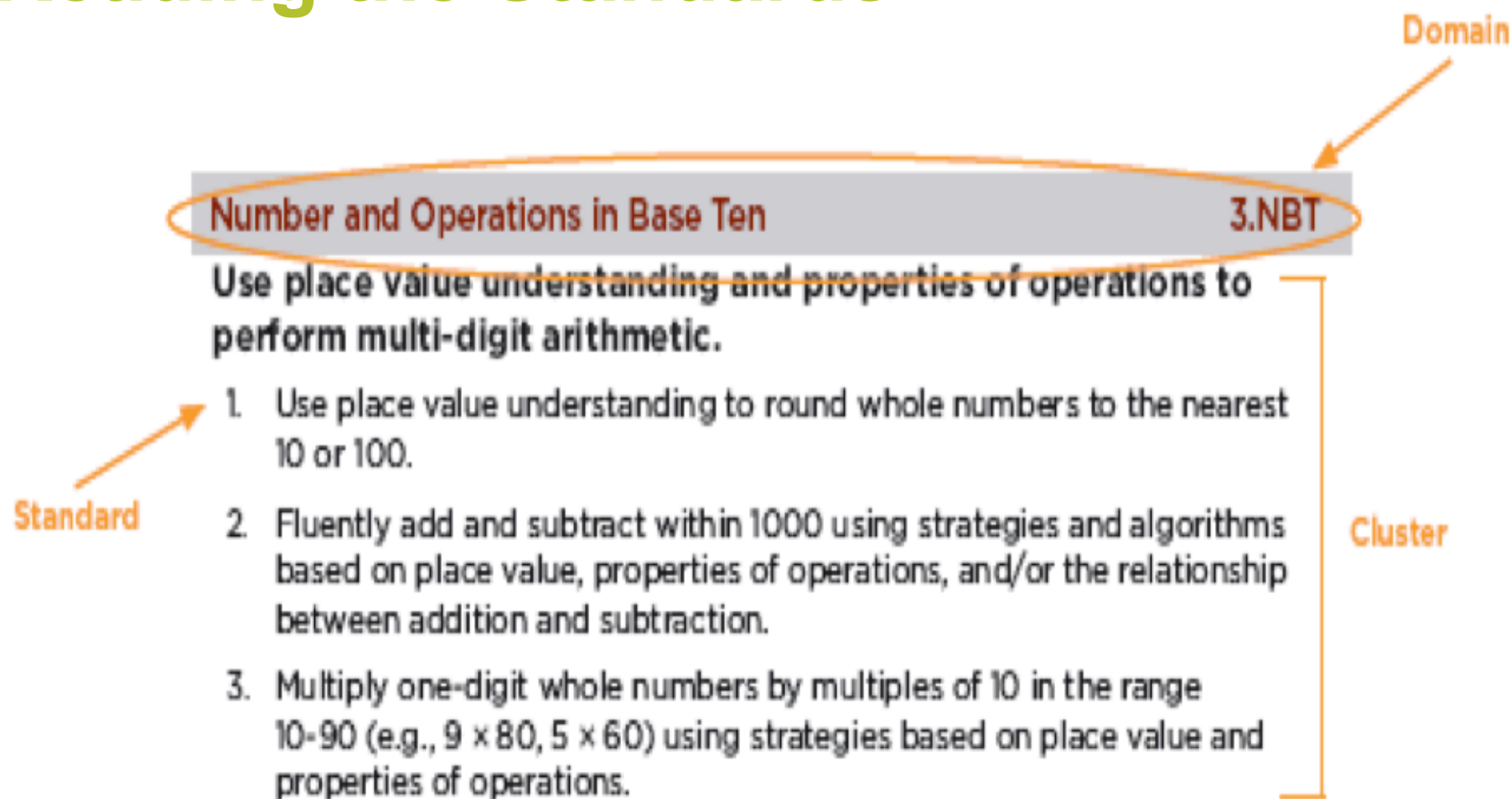




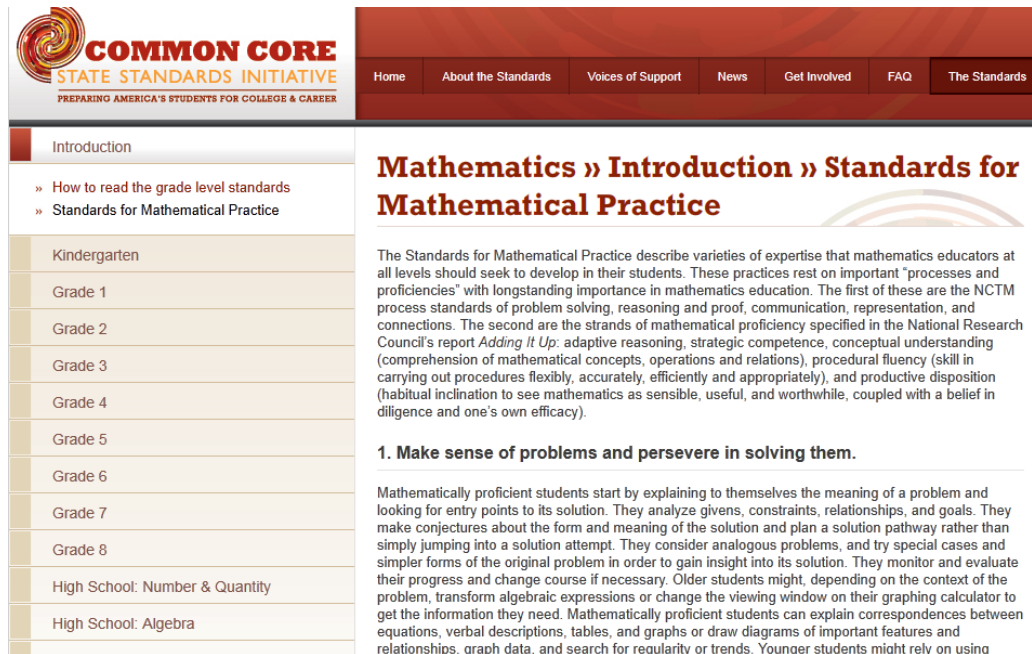
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Math

Reading the Standards



Standards for Mathematical Practice



The screenshot shows the Common Core State Standards Initiative website. The header includes the logo and navigation links: Home, About the Standards, Voices of Support, News, Get Involved, FAQ, and The Standards. The left sidebar lists various standards categories, with 'Standards for Mathematical Practice' selected. The main content area is titled 'Mathematics » Introduction » Standards for Mathematical Practice' and contains an introduction paragraph and a list of the eight standards.

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Home About the Standards Voices of Support News Get Involved FAQ The Standards

Introduction

- » How to read the grade level standards
- » Standards for Mathematical Practice

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

High School: Number & Quantity

High School: Algebra

Mathematics » Introduction » Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



Structural Differences

- K-8:
 - Designed by year.
 - Domains (overarching concepts) are listed under the grade.
- High School:
 - Designed by Domain
 - Courses pull from each of the high school domains
- **See Note on Courses and Transitions**

Grade 2
Grade 3
Grade 4
Grade 5
» Introduction
» Operations & Algebraic Thinking
» Number & Operations in Base Ten
» Number & Operations—Fractions
» Measurement & Data
» Geometry
Grade 6
Grade 7
Grade 8
High School: Number & Quantity
High School: Algebra
High School: Functions
High School: Modeling
High School: Geometry
High School: Statistics & Probability
Note on courses & transitions
Mathematics Glossary



Ask yourself

**“What task can I give that will
build student
understanding?”**

rather than

**“How can I explain clearly so
they will understand?”**

adapted from Grayson Wheatley, NCCTM, 2002





Public Schools of North Carolina

North Carolina Essential Standards

NC Standard Course of Study

Common Core State Standards

- English Language Arts
- Mathematics

NC Essential Standards

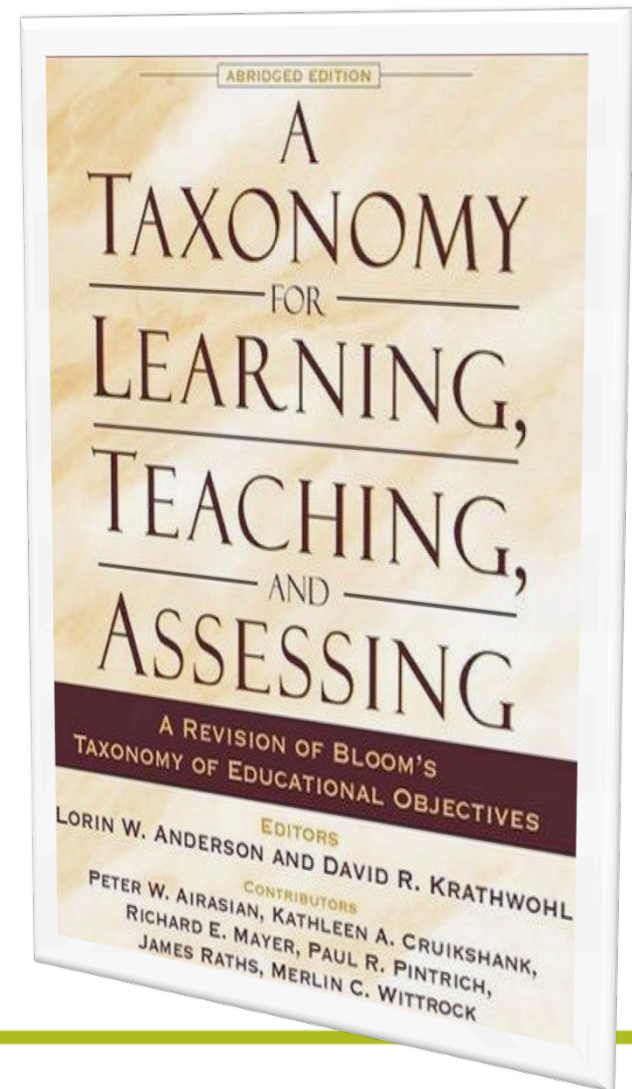
- Science
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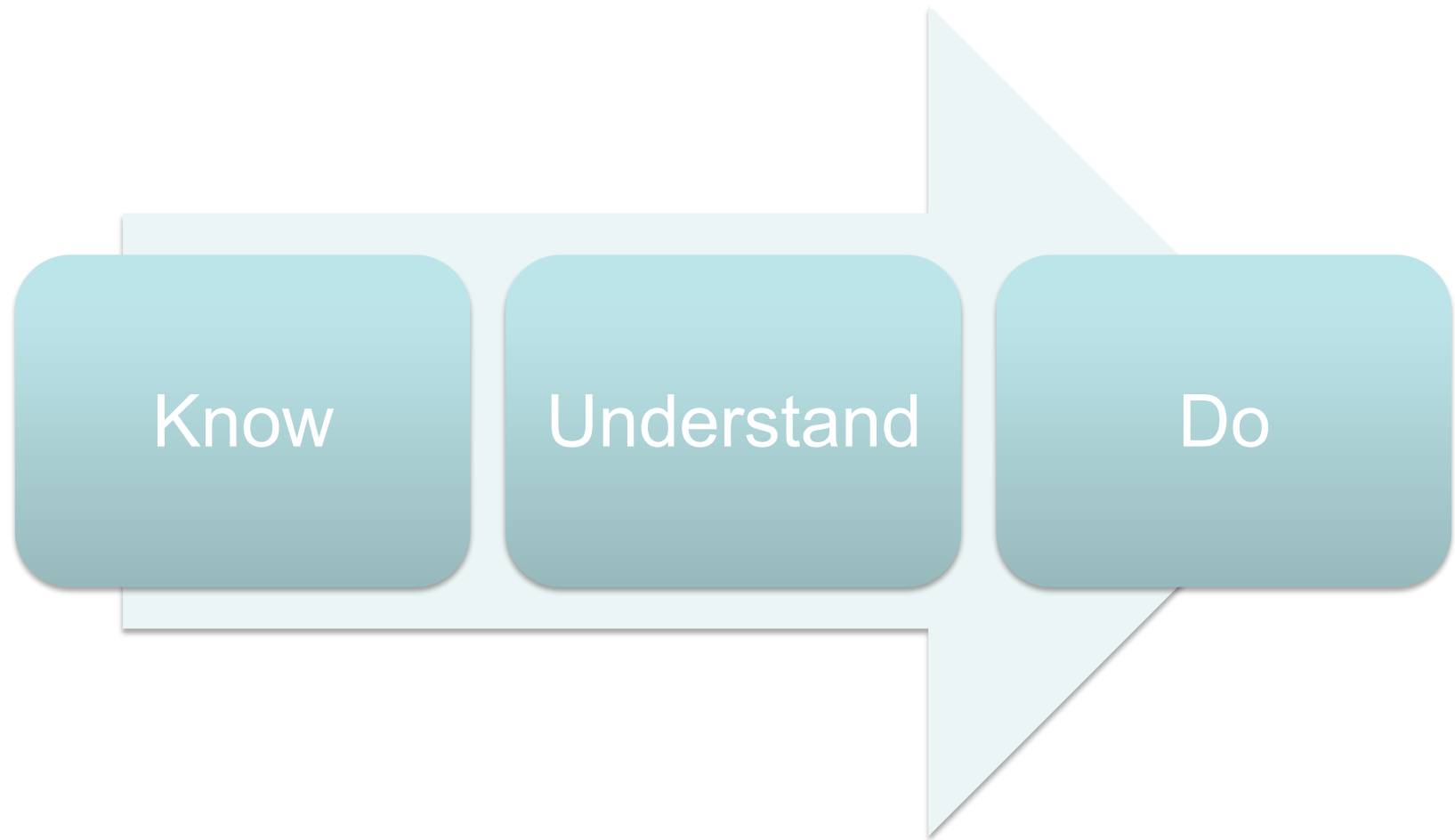


Use of Revised Bloom's Taxonomy

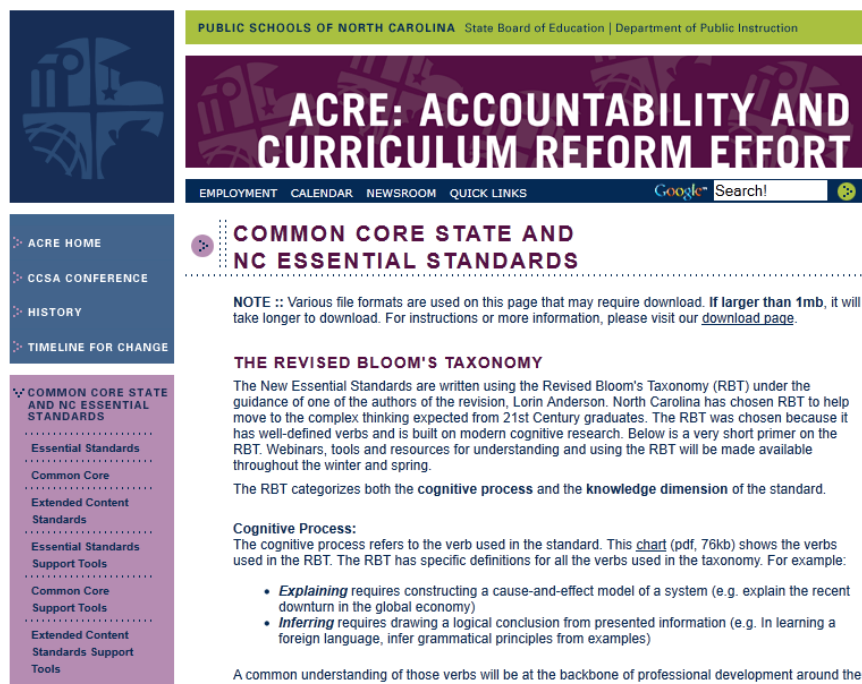
- Provides the cognitive framework used for all of the North Carolina Essential Standards
- Provides common language for all curriculum areas
- Use of one verb



The Work Ahead...



ACRE Website



<http://www.ncpublicschools.org/acre/standards/>

- Standards
- Crosswalks
- Unpacking Documents
- Updates
- Instructional Support Tools
- RBT
- Extended Content Standards and Support Materials





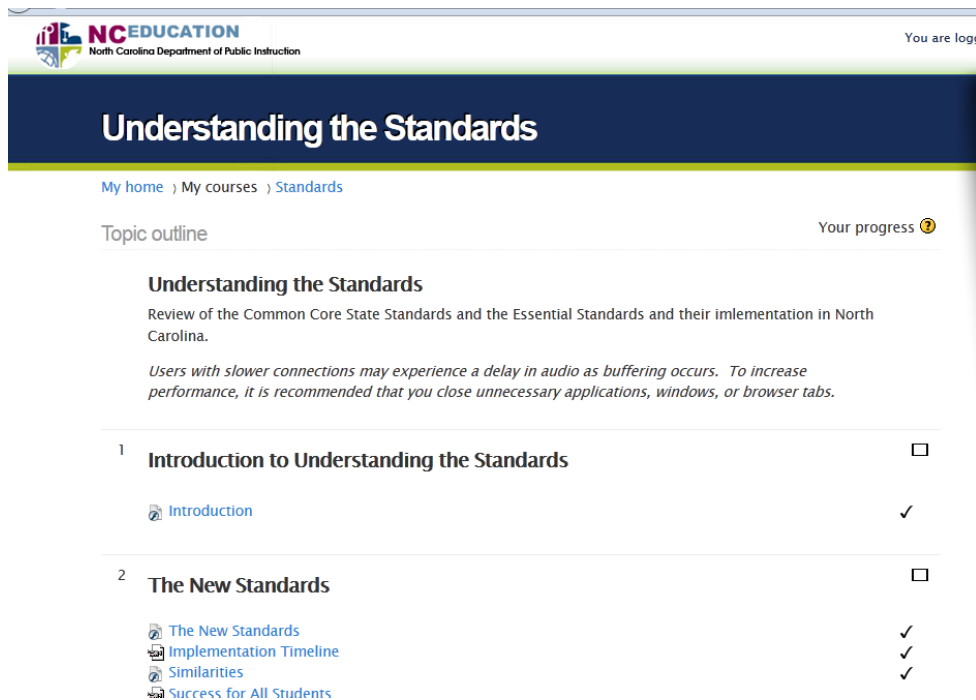
Crosswalks



Unpacking Documents



Understanding the Standards



The screenshot shows the NCEducation website interface. At the top, the NCEducation logo and 'North Carolina Department of Public Instruction' are visible. A dark blue header bar contains the title 'Understanding the Standards'. Below this, a breadcrumb trail reads 'My home > My courses > Standards'. A 'Topic outline' section is displayed, showing a list of topics with checkboxes for completion. The topics are: 'Introduction to Understanding the Standards' (checked), 'The New Standards' (unchecked), 'The New Standards' (checked), 'Implementation Timeline' (checked), 'Similarities' (checked), and 'Success for All Students' (checked). A 'Your progress' link is also visible.

Understanding the Standards

My home > My courses > Standards

Topic outline Your progress ?

Understanding the Standards
Review of the Common Core State Standards and the Essential Standards and their implementation in North Carolina.
Users with slower connections may experience a delay in audio as buffering occurs. To increase performance, it is recommended that you close unnecessary applications, windows, or browser tabs.

1 **Introduction to Understanding the Standards** ☐

☐ Introduction ✓

2 **The New Standards** ☐

☐ The New Standards ✓
☐ Implementation Timeline ✓
☐ Similarities ✓
☐ Success for All Students ✓

- Five Sections
 - Introduction
 - The New Standards
 - Instructional Toolkit
 - Content-Specific Sections
 - Next Steps

<http://center.ncsu.edu/nc>



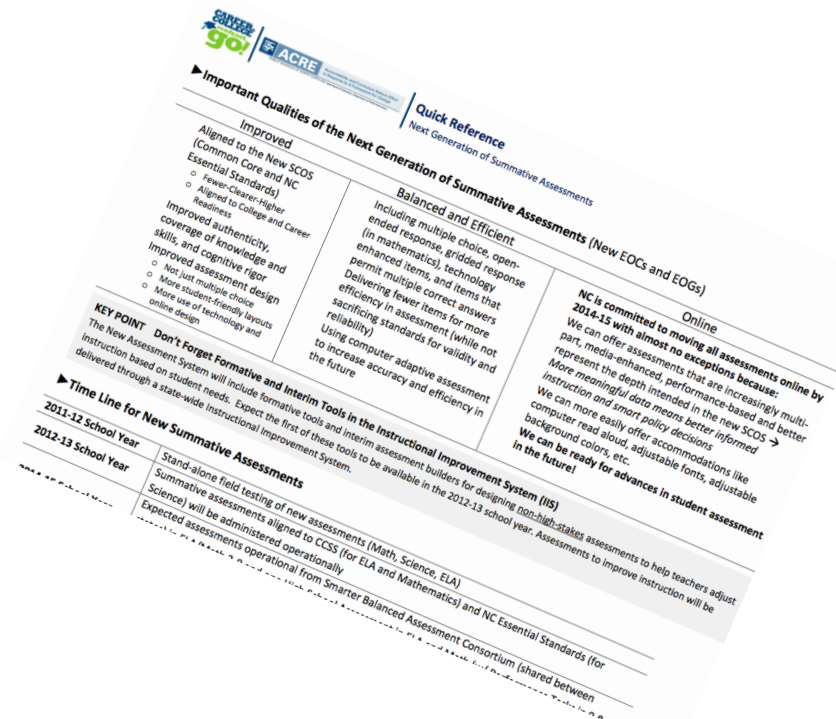


Teachers Are Expected To:

Work collaboratively to create a professional learning community in order to plan instruction appropriate for students



Assessment Update



Email specific questions about assessment to:
ACRE-feedback@dpi.nc.gov



SMARTER Balanced Assessment Consortium



The **SMARTER Balanced Assessment Consortium** is a state-led consortium working to develop next-generation assessments that are aligned to the [Common Core State Standards](#) and that accurately measure student progress toward college and career readiness.

The work of the Consortium is guided by the belief that a high-quality assessment system can provide resources and tools for teachers and schools to improve instruction and help students succeed. The Consortium involves educators, researchers, policymakers, and community groups in a transparent and consensus-driven process.

More information on the SMARTER Balanced Assessment Consortium can be found below:

- [One-page Overview](#)
- [Computer Adaptive Testing Fact Sheet](#)
- [Consortium Membership](#)
- [Materials and Resources](#)
- [Frequently Asked Questions](#)



[Click to view states](#)

www.smarterbalanced.org

SMARTER Balanced News

September 16, 2011 -

[SMARTER Balanced Releases Summative Assessment Work Plan and Procurement Schedule](#)

August 29, 2011 -

[SMARTER Balanced Releases Draft Math Content Specifications](#)

[Updated Timeline for Content Specifications \(ELA and Math\)](#)

August 16, 2011 -

[Vermont's Hock Joins SMARTER Balanced Executive Committee](#)

[English Language Arts & Literacy Draft Content Specifications](#)

August 9, 2011 -

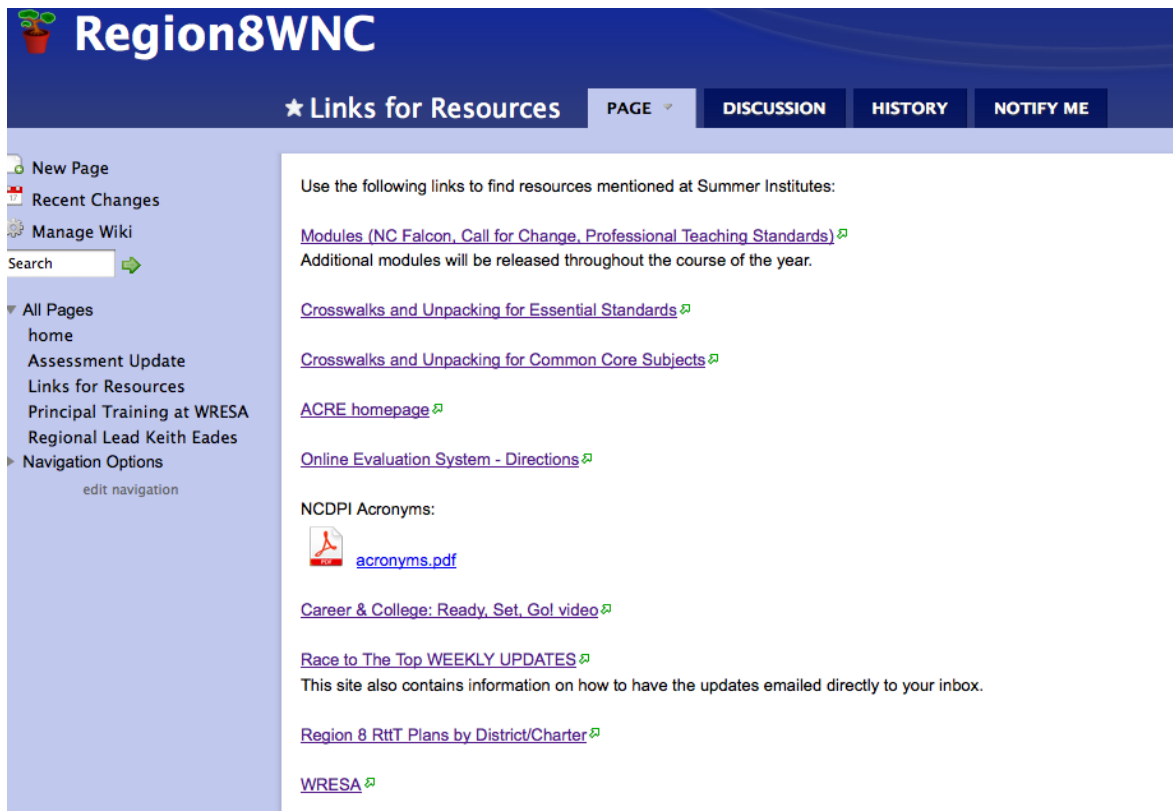
[SMARTER Balanced Releases Draft Content Specifications for English](#)



Smart Phone App for CCSS



Some links of interest:



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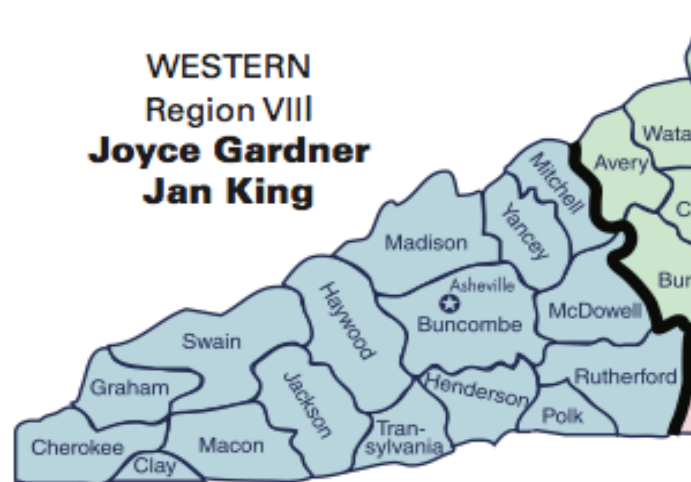
<http://region8wnc.wikispaces.com>



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